Objectives

The Gift of the Magi

Following a reading of O. Henry’s “Gift of the Magi”, students will explore the symbolism presented in the story. They will use a chart (inspiration) and work as a cooperative group to determine what the given symbols stand for. They will then come together as a class and give the ideas they came up with so the teacher can record the information on the chart. Students will add to theirs any reasonable answers they didn’t think of. Then they will think about “gifts” (symbols) given by their parents, guardians, aunts/uncles, grandparents and write an essay about those gifts. They will relate the gift and the symbolism of the gift. They will then create a Christmas card using glogster that they will present to their parents for a Christmas “gift”.

Subjects

English I

Grade Level(s)

9th

Subject TEK(S)

Writing: 15A, 15Ai; 15Aiii; 15Aiv; 15Aii; 15D; 18B;

Reading: (English II): 7A

Technology TEK(S)

Multimedia: 10B; 11A

Materials

Rubric for essay

Rubric for glog

Mimio notes on symbolism

Computers

Mimio pad

Time Requirements

3-4 days

Concepts

Understanding symbolism in literature;

Applying that understanding in writing;

Vocabulary

symbolism

Recommended Group Size

3-4 students

The Students will

* Demonstrate an understanding of symbolism in literature by identifying the

Of given symbols found in the literature

* Use symbolism themselves in writing
* Create a “gift” for parents demonstrating their use of symbolism
* Use web 2.0 tools to produce their “gift”

Background

Prior instruction in essay writing, set up of teacher account for glogster, quick instruction on day of glogster work on how to use and what you can do.

Getting Ready

Laptop lab for the coop group work; can use a regular lab for the other. Mimio board, projector, class setup for glogster, possibly voki and blabberize, computer with camera and sound card (teacher laptop will work for this)

Lesson Steps

1. Put students in groups of 3-4 per group. They will need to decide who will be the recorder. That person will enter the information on the symbolism chart for the group. The others will be the researchers.
2. Have two students from each group get a laptop from cart and login. The person who has been chosen the recorder will have one laptop. The other one will be used by one of the researchers. The remaining students in the group will have a copy of the story, any notes they took while reading it, and a dictionary. Since the symbols being researched are given on the chart, the recorder will also guide the group in the discussion.
3. Recorders will open the symbolism document from the assignment folder and will read the definition of symbolism to the group. Recorder can divide jobs as he/she wishes.
4. When symbolic meanings for each is obtained, the recorder will input the information into the inspiration document until all is complete. They will need to make sure all names of group members are added to document and will need to submit it in the turn in folder.
5. Whole group discussion with teacher using Mimio pad to record their answers on main document. Students can add to their own documents but they will need to add in another color than what they used.
6. Teacher guides students to think about the “Gifts” in their life and the symbolism behind those. Homework, students are to have ideas down in journals to prepare for essay writing next day.
7. Essay project gift assignment. Teacher shows rubric and gives assignment of essay rough draft. Allows for writing in class
8. Lab and creation of glogs for parent “gifts”.

Assessment Opportunities

Coop group work

Essay – rough draft

Final glog

Examples

<http://hippotech.edu.glogster.com/glog-8032-9829/>

Supporting Documents (answer keys, handout masters, etc…)

Rubric for essay

Rubric for glog

Mimio notes

Inspiration document for coop groups

Connections

<http://science.howstuffworks.com/environmental/life/botany/question283.htm>

<http://en.wikipedia.org/wiki/Frankincense>

<http://www.crystalinks.com/magi.html>